Goal 2

Reading is an act of liberation. It breaks the bonds of ignorance, frees the mind, enlarges our intellectual horizons, and enhances our personal growth.

—Secretary Rod Paige

The Department's primary role is to ensure that every child in this country receives a quality education. Our most recent national markers of student achievement show there is much work to be done. Many elementary school children still lack proficiency in reading and mathematics, and many secondary students begin high school but do not finish. Children of high-poverty neighborhoods struggle to overcome the limits of low-performing schools. All children seeking knowledge and success look to education for improving their opportunities.

To improve education for all students, the Department continues to use the school reform tools provided in the No Child Left Behind Act of 2001. One of the major supports for reform is the $12.3 billion provided to states and their school districts through Title I of the Elementary and Secondary Education Act of 1965.

No Child Left Behind specifically identifies early, evidence-based reading instruction as the education intervention with the greatest potential for improving student achievement. The billion-dollar Reading First Program has provided formula grant funds to all states in support of research-based reading programs for kindergarten through third grade.

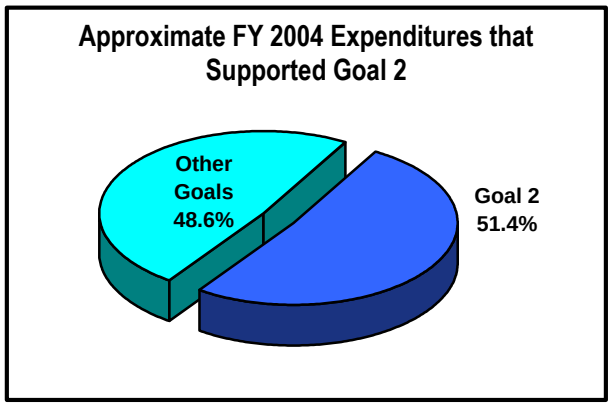
Although reading is the threshold to successful learning, No Child Left Behind also recognizes the importance of mathematics and science as crucial disciplines that must be mastered for lifelong success. The Congress funded the Mathematics and Science Partnership Program at $149 million to allow for formula grant funds to all states.

The Improving Teacher Quality State Grant Program of No Child Left Behind expanded the focus on teacher quality from primarily science and mathematics teachers to teachers of all core academic subjects and required that they meet the law's definition of highly qualified by the end of school year (SY) 2005–06. The Department's efforts in providing technical assistance and guidance through the Teacher Assistance Corps (TAC), flexibility through various policy clarifications, and support and outreach through the TAC supported states in meeting high quality teacher requirements.

In 2004, President Bush set a new national goal for improving high school student achievement: every high school student graduates and is ready for the workplace or college.

In 2004, the Department added a new dimension to the Goal 2 agenda for student achievement: international education. Our newest objective is to improve our students' knowledge of world languages, regions, and international issues and to build international ties in the field of education.

Department Expenditures



Early Literacy Builds the Foundation for Academic Success

States unanimously endorsed the No Child Left Behind goal of all children reading on grade level by the end of third grade. All states identified early reading/language arts standards and aligned curricula and instruction to the standards. By the end of fiscal year (FY) 2003, 53 states and jurisdictions had submitted plans for research-based reading programs for kindergarten through third grade and, after peer-review and approval, received Reading First formula grants.

Reading First. To sustain improved student achievement in reading/language arts, the Department continues to offer technical assistance and funding for the implementation of Reading First, the single largest state formula grant program dedicated to helping states and local school districts establish high-quality, comprehensive reading instruction for all children in kindergarten through third grade. The Department has

contracted to provide technical assistance to local educational agencies that did not receive Reading First grants to replicate effective practices developed through Reading First grants. Reading First funds, distributed to states in FY 2003 and FY 2004, have been used to train 45,000 teachers in evidence-based reading instruction; districts that did not receive Reading First funds will have assistance in offering similar training opportunities to their teachers. Because the programs and practices that Reading First supports are based on solid scientific research, they have the potential over time to improve student reading achievement.

The Department awarded a contract to convene a National Literacy Panel charged with conducting a comprehensive, evidence-based review of the research literature on the development of literacy among language-minority children. The panel's 2004 report, due this fall, complements the work of the National Reading Panel and is intended to provide clear, evidence-based conclusions and recommendations for practitioners concerned with the education of language-minority children and youth on the relationship between first-language literacy and English literacy, literacy development, effective instruction, and assessment.[1]

The Department, in late 2004, will undertake the Reading First Impact Study to assess the impact of the Reading First Program on student reading achievement. The study, which will use a quasi-experimental design that compares Reading First and non-Reading First schools, will produce its first report in 2005.

Early Childhood Education. The Department continues to support the implementation and evaluation of other No Child Left Behind programs that complement the goals of Reading First—the Early Childhood Educator Professional Development Program and Early Reading First—by supporting local efforts to enhance the early language, literacy, and prereading development of preschool-aged children through strategies based on scientifically based reading research. Since 2001, 24 local Early Childhood Educator Professional Development projects have been funded, and an additional 8 projects were added in 2004. To date, the Department has awarded two cycles of Early Reading First grants, funding 62 programs nationwide. The first cohort has been operating for 1.5 years, and the first performance reports will provide outcome data in spring 2005. The Department published performance measures to clarify expected outcomes and provided grantees with the technical assistance of an evaluation expert to improve the design and instrumentation for their local evaluations. The Department also fielded a team of early childhood education experts to visit 30 new grantees to observe how the grantees were using scientifically based research to inform their programs. The visits resulted in recommendations for future technical assistance, which will include the distribution of a CD-ROM and accompanying booklet that provide examples of scientifically based strategies for early reading in a preschool program.

Performance Goals. The Department set targets for student achievement based on the percentage of states that meet their state-determined student proficiency targets on third-grade standards-based reading assessments. No Child Left Behind requires that all states administer third-grade standards-based reading assessments by 2005–06. Until 2005–06, we base our progress on those states that have such assessments in place. For 2002–03, more than half the states had these assessments in place three years ahead of the required schedule. Based on data from 24 states with assessments, the Department met some but not all of our targets for this measure. We exceeded our target for the percentage of states that met their respective targets for students in the aggregate, as all states met their respective targets.

The Department also set targets for the percentage of states that met their respective targets for reading achievement of various subgroups of students. Although 20 of the 24 states that reported third-grade reading assessments in 2002–03 met their targets for some subgroups of students, most states struggled to meet targets for limited English proficient students and for students with disabilities. In 2001, the nation's public schools served 4.1 million limited English proficient

[1] Additional information is available at http://www.cal.org/natl-lit-panel/reports/.

students, some in states with students representing more than 100 languages. Approximately eight states met their targets for students with disabilities, despite challenges inherent in testing this subgroup of students. Although some states met their targets for all subgroups of students, the Department did not meet national targets for the number of states meeting their targets for any of the subgroups: low income, African American, Hispanic, students with disabilities, and limited English proficient students.

No Child Left Behind requires that state targets for all students and for subgroups increase at least every three years through SY 2013–14, when 100 percent of all students within all subgroups are expected to achieve proficiency. This provision of the law sets the bar for state action; each state must find strategies that accelerate the pace of improved student achievement to make up for any failures to meet the yearly targets.

To measure student achievement, the Department uses both state assessment data and National Assessment of Educational Progress (NAEP) test results. NAEP fourth- and eighth-grade reading and mathematics tests are administered every other year and were given last in 2003. NAEP 2002–03 test results, which showed significant improvements in fourth-grade reading student achievement, were reported in our *FY 2003 Performance and Accountability Report.*

The Department's progress on our performance goals for this objective is summarized in the table below. See p. 27 for methodology and appendix A, p. 191, for detailed data.

Reading Achievement (Objective 2.1)		
Performance Goals	**Status**	**Year**
States meeting targets for third-grade reading achievement • All students	Exceeded	FY 2003
States meeting targets for third-grade reading achievement • Low-income students • African American students • Hispanic students • Students with disabilities • Limited English proficient students	Did not meet	FY 2003

Mathematics and Science Proficiency Prepares Students for a Technological Society

No Child Left Behind requires that state science standards be in place by SY 2005–06 and that states report results on science assessments beginning no later than the 2007–08 school year. Assessments are required at least once in grades 3 through 5, 6 through 9, and 10 through 12. The science assessment deadline is welcomed by educators to complement assessments in reading and mathematics. In a 2004 survey of 1,000 kindergarten through fifth-grade teachers, the teachers, regardless of region of the country or type of school, reported that they are three times more likely to teach English (95 percent) and math (93 percent) every day than they are to teach science (35 percent) and social studies (33 percent) daily. Roughly one-third (29 percent) say they teach science twice a week or less.[2] Increasing accountability for achievement in science is likely to increase the level of science instruction.

No Child Left Behind makes special provisions for improving academic achievement of students in science and mathematics through the Mathematics and Science Partnerships Program. Funded at $12.5 million in FY 2002, this program was increased in FY 2004 to more than $149 million to bolster states' capacity to improve science and mathematics teaching. Partnership grant funds encourage institutions of higher education to assume greater responsibility for improving teacher education through lifelong learning; for bringing mathematics and science teachers together with scientists, mathematicians, and engineers to increase teachers' subject matter knowledge and improve their teaching skills through the use of sophisticated laboratory equipment and work space; and for developing more rigorous mathematics and science curricula aligned with challenging state and local academic content standards. The Department set baselines in 2004 for the number of secondary mathematics and science teachers in schools participating in Mathematics and Science Partnership

[2] Data are available at http://www.bayerus.com.

programs who become highly qualified upon completion and will measure increases in future years.

Performance Goal. The Department determines success in meeting its goal for improving students' mathematics and science performance in part by reporting on student scores on the eighth-grade NAEP tests. NAEP eighth-grade average mathematics scores were higher in 2003 than in 2000, 1996, and 1990; NAEP scores were reported in our *FY 2003 Performance and Accountability Report*. The next NAEP assessment of eighth-grade mathematics will be in 2005.

A second measure of achievement is state success in meeting middle school state assessment targets in mathematics. Similar to our targets in reading (see p. 46), our mathematics achievement targets are based on the percentage of states that meet their respective targets for mathematics achievement for students in the aggregate and for students in each subgroup. Student achievement on state mathematics assessments allowed all states to meet their targets for the aggregate of students; thus, the Department exceeded our national target of 87 percent. When states disaggregated data on mathematics assessments, however, subgroups of students did not perform as well as the aggregate of students. For the five subgroups of students the Department reports (African American, Hispanic, low income, students with disabilities, and those with limited English proficiency), a range of 5 to 38 states met their targets, depending on the specific subgroup and middle school grade that was tested. The Department did not meet our national target of 87 percent of states meeting their subgroup targets.

To improve middle school students' achievement in mathematics, especially the achievement of students in high-poverty schools, the Department's Mathematics and Science Partnership Program staff and Title I staff are creating a strategic plan for kindergarten through grade eight mathematics instruction. The plan calls for regional meetings among mathematics teachers and researchers that will result in a consensus on the status of mathematics instruction, an identification of research in the field, and recognition of best practices. The Title I community will be used to disperse information to states and schools. In addition, the Mathematics and Science Partnerships Program continues to encourage grantees to target middle grades mathematics as the focus for partnership resources.

The Department's progress on our performance goals for this objective is summarized in the table below. See p. 27 for methodology and appendix A, p. 192, for detailed data.

Mathematics Achievement (Objective 2.2)		
Performance Goals	**Status**	**Year**
States meeting targets for middle school mathematics achievement • All students	Exceeded	FY 2003
States meeting targets for middle school mathematics achievement • Low-income students • African American students • Hispanic students • Students with disabilities • Limited English proficient students	Did not meet	FY 2003

High Schools Prepare Graduates Ready for Work or College

President Bush's announcement in 2004 of a national goal that every high school student will graduate and be ready for the workplace or college was met with enthusiasm and promises of cooperation from all elements of the education community. The Council of the Great City Schools, the Council of Chief State School Officers, the National Association of Secondary School Principals, and the High School Alliance pledged to partner with the Department in high school reform. In a show of support, the National Governors Association will spend 2005 focused on generating ideas for improving high schools. The governors intend to find ways to avert "senioritis" and the host of other maladies that cause some high school students to drop out and others to perform poorly.

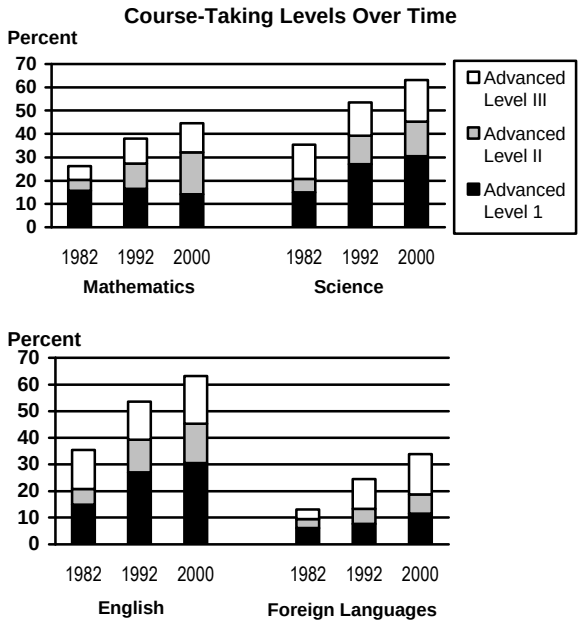
High School Graduation Rates. For our high school completion measure, the Department uses Bureau of the Census and Common Core of Data information to calculate the proportion of 18- through 24-year-olds who have left high school and earned a high school diploma

or the equivalent, including a General Education Development credential. From these calculations, we determined a 2002 rate of 86 percent.

Two research reports suggested different measures of accounting for dropouts that produced a more pessimistic view of the number of dropouts.[3] These research reports, and findings from other studies, have compelled the Department to find a solution to the disparate ways states report dropout and completion rates. In an attempt to understand the depth and breadth of this problem, the Department issued a federal grant in 2004 to the National Institute of Statistical Sciences to convene a national panel of experts that will make recommendations about which indicators are best suited for studying various issues related to completing and dropping out of high school. The nine-person group will attempt to bring much needed consistency to the methods that states use in producing critical indicators of school performance. The report this panel is producing will be completed late 2004. Results will be used to refine future reporting on our high school completion measure.

High school policy-makers want to know that graduation statistics are comparable, but their more challenging goal is to ensure that all students graduate. Secretary Paige has charged the Department's expert panel on this subject to "focus our efforts on helping students graduate from high school… and to look at the varying definitions, standards and tracking systems throughout the country to gain a better understanding of the problem so that we can tackle it head-on."

High School Student Achievement Challenges. When we ask how well prepared our high school students are on their way to graduation, we encounter good news and bad news. Data show, for example, that since the early 1980s, when states began to increase the number of required courses to receive a high school diploma, the percentage of high school graduates completing advanced course work in core subjects (mathematics, science, English, and foreign language) has increased.[4]



Source. Department of Education, National Center for Education Statistics, *The Condition of Education 2004* (NCES 2004–077).

Even with increasing participation in advanced course work, recent data collected by ACT from ACT-tested high school graduates support the conclusion that too few students are prepared to enter the workforce or postsecondary education without additional training or remediation when they graduate from high school.[5] The ACT data showed that "students who take the core recommended high school courses (four years of English and three years each of mathematics, science, and social studies) are more likely to be ready for college-level work than are students who do not take the core. But students who take rigorous courses beyond the recommended minimum number of core courses are even more likely to be ready for college. Students whose beyond-core coursework includes courses in advanced mathematics beyond Algebra II (such as Trigonometry), as well as Biology, Chemistry, and Physics, are likeliest

[3] The Urban Institute's report is available at http://www.urban.org/Template.cfm?Section=ByTopic&NavMenuID=62&template=/; *Locating the Dropout Crisis*, the report prepared by the Center for Social Organization of Schools, Johns Hopkins University, is available at http://www.csos.jhu.edu/news.htm.

[4] Department of Education, National Center for Education Statistics, *The Condition of Education 2004* (NCES 2004–077).

[5] The study is available at http://www.act.org/path/policy/pdf/crisis_report.pdf.

of all to be college ready."[6] ACT observations apply to students at all levels of achievement, not just the high achievers. Another study shows that nearly one-third of college freshmen in 2002 were taking one remedial class.[7] As Secretary Paige observed: "Our high school system is not serving some kids well. Our wide and sometimes growing achievement gap confirms that we live with a two-tiered educational system. The vast majority of students left behind are disadvantaged or low-income. By the time they reach twelfth grade, only one in six African Americans and one in five Hispanics can read proficiently. Math scores are even worse: only three percent of African American and four percent of Hispanic students are testing at the proficient level."[8]

Department Initiatives. The Department responded to research reports and the President's call for high school reform by launching the 2004 Preparing America's Future: High School Initiative. The Department's Office of Vocational and Adult Education, charged with designing and implementing the initiative, hosted a leadership summit and unveiled three Department goals to the 700 state leaders in attendance:

- Equip state and local education leaders with current knowledge about high schools through special forums, print and electronic materials, and targeted technical assistance.
- Develop the expertise and structures within the Department of Education to provide effective technical assistance.
- Facilitate a national dialogue to raise awareness about the need for significant high school reform.

Seven regional high school summits were held during the year to help the 44 participating state teams create short- and long-term plans for strengthening high school outcomes. Summit evaluations reflected that high school reform is an important issue in 85 percent of states; approximately 25 states indicated that they would replicate the regional summits to expand the dialogue around high school improvement at the state level.

Advanced Placement and International Baccalaureate Programs. The Advanced Placement Incentive Program and the Advanced Placement Test Fee Program are intended to increase access for low-income students to advanced-level classes offered through either the College Board's Advanced Placement (AP) program or the International Baccalaureate (IB) program. The AP and IB programs are nationally recognized ways to immerse high school students in rigorous curricula as a means of increasing their achievement. The Department's Incentive Program provides funds for AP or IB teacher training, for promoting online advanced-level course taking, and for developing pre-advanced-level courses. The Test Fee Program funds low-income students' exam fees for either AP or IB exams. Fifteen of 30 AP Test Fee awards made to state educational agencies in 2003 paid for low-income students to take IB exams as well as AP exams. Approximately 550 teachers and 370,000 students are benefiting from the Advanced Placement Incentive grants awarded in FY 2002 and 2003; 11 additional awards were made in 2004.

The Department's measure of student participation in rigorous coursework at the high school level is the number of Advanced Placement exams taken by low-income students annually. Since the program's inception in 1998, the number of exams taken by these students has grown from 92,570 in 1999 to 166,649 in 2003.

State Scholars Initiative. The State Scholars Initiative is designed to increase the percentage of high school students who have the solid academic foundation to succeed in postsecondary education and in an increasingly dynamic labor market.

The Center for State Scholars was established in August 2002 through a cooperative agreement between the Texas Center for State Scholars and the Department's Office of Vocational and Adult Education. The Department has awarded $4.8 million to the center to assist states in establishing business and education partnerships that will encourage more students to

[6] Ibid.

[7] John Cloud, Who's Ready for College? *Time* 160:16 (October 2002), 61–2.

[8] The speech is available at http://www.ed.gov/news/speeches/2003/10/10082003.html.

complete the rigorous course of academic study needed for success in postsecondary education and training.

To date, 12 states are receiving support under the initiative. The following examples illustrate what can be accomplished under the State Scholars program:

- In northeast Tennessee, the Appalachian Inter-Mountain Scholars Program has been operating for nearly 10 years. In 1994, only 11 percent of the high school students in three counties enrolled in the Scholars course of study. Last year, that percentage had tripled to 33 percent.
- In Arkansas, the Scholars course of study has been implemented in 140 school districts. Between 1990 and 2000, the percentage of Arkansas high school graduates completing higher-level courses in geometry rose from 60 percent to 88 percent, in chemistry from 33 percent to 66 percent, and in physics from 13 percent to 33 percent.
- In Oklahoma, during SY 2003–04, the initiative selected six pilot school districts to encourage 10,000 eighth graders in six counties to complete the Oklahoma Scholars Course of Study.

College and Career Transitions Initiative. The College and Career Transitions Initiative supports education and business and industry partnerships to establish career pathways that consist of a coherent sequence of rigorous academic and career courses that begin in high school and culminate with a postsecondary credential. To date, grants have been awarded to 15 model partnerships; all sites have developed pathways in one of five areas of occupational concentration: health sciences; information technology; education and training; science, technology, engineering, and mathematics; and law, public safety, and security. The new program, launched in 2002, is collecting performance data, which we will have available in 2005 to compare to the model partnership site baseline data.

Report on Achievement of Secondary School Students with Disabilities. *Changes Over Time in the Secondary School Programs of Students with Disabilities*,[9] funded by the Department's Office of Special Education Programs and published in 2004, describes a comparison between nationally representative samples of 15- to 17-year-olds receiving special education services in 1987 (cohort 1) and 2001 (cohort 2). The report noted that children with disabilities were making significant progress in meeting the goals of the Individuals with Disabilities Education Act. Furthermore, students with disabilities were demonstrating the following gains:

- Those students in cohort 2 were much more likely than their cohort 1 counterparts to be taking core academic courses, including mathematics, science, social studies, and foreign languages.
- Increasingly, those students who were taking academic courses were doing so in general education classes along with their nondisabled peers.
- Cohort 2 students were increasing likely to be attending schools that had policies of providing general education teachers who had students with disabilities in their classes with inservice training on the needs of such students, a classroom aide for the teacher or for the individual student with a disability, a smaller class, or special equipment or materials to increase the students' chances of succeeding in those classes.

Evaluation of Vocational Education. Any discussion of high school reform efforts must include a discussion of the Department's funding of vocational education. In 1917, the federal government began its support of vocational education with the passage of the Smith-Hughes Act. Currently, nearly half of all high school students and about one-third of college students are involved in vocational programs as a major part of their studies. Federal efforts to improve the quality and availability of vocational programs were articulated in 1998 in the Carl D. Perkins Vocational and Technical Education Act (Perkins III). States receiving these funds

[9] The report is available at http://www.nlts2.org/reports/changestime_report.html.

allocated approximately 63 percent of Perkins funds to high school programs in 2003.

As policy-makers begin to consider further changes in law—in anticipation of reauthorization scheduled for 2005—they are examining vocational education as a field in transition, prompted by sweeping changes in federal, state, and local education and training priorities. To provide information that will enable new policy responsive to current conditions, the Congress mandated a National Assessment of Vocational Education. The assessment findings include the following:

- Vocational education has important short- and medium-term earning benefits for most students at both the secondary and postsecondary levels, and these benefits extend to those who are economically disadvantaged.
- Over the last decade of academic reforms, secondary students who participate in vocational programs have increased their academic course taking and achievement, making them better prepared for both college and careers than were their peers in the past. In fact, students who take both a strong academic curriculum and a vocational program of study—still only 13 percent of high school graduates—may have better outcomes than those who pursued one or the other.
- While positive change is certainly happening at the high school level, secondary vocational education itself is not likely to be a widely effective strategy for improving academic achievement or college attendance without substantial modifications to policy, curriculum, and teacher training. The current legislative approach of encouraging "integration" as a way to move secondary vocational education toward supporting academics has been slow to produce significant reforms.

The study also observed that in large part, the pace and path of improvement are hampered by a lack of clarity over the program's fundamental purpose and goal. Perkins III offers a diffusive picture of federal priorities for vocational education improvement: academic achievement, technical skills, high school completion, postsecondary enrollment and degree completion, and employment and earnings. Without a clearer focus for the federal investment—about five percent of total spending—around which to rally the commitment and efforts of vocational teachers, counselors, and administrators, ongoing program progress in any particular direction is less certain. The final National Assessment of Vocational Education report was designed to contribute to that discussion by providing the most up-to-date and comprehensive assessment of vocational education in the United States and of the effects of the Carl D. Perkins Vocational and Technical Education Act of 1998.[10]

Department Proposal for Vocational Education. The Perkins Act continues to be on the congressional agenda for reauthorization. The Administration has proposed a new Secondary and Technical Education State Grant Program that would extend the achievement and accountability goals of Title I of the Elementary and Secondary Act as reauthorized in No Child Left Behind by requiring states and school districts to focus more intensively on improving student outcomes. States would have to demonstrate increases in academic achievement and workplace preparedness. The Administration's proposal, released in April 2004, would also require these programs to include four years of English and three years of mathematics and social sciences in the curriculum.

Performance Goals. In both high school reading and high school mathematics state assessments, the Department exceeded its targets for the percentage of states that met their targets for high school achievement of students in the aggregate. But we experienced a shortfall for subgroups of students: low income, African American, Hispanic, students with disabilities, and limited English proficient students. Although almost all states met their targets for students in the aggregate, disaggregated data showed that fewer than a third of states met their targets for subgroups. To address weak results in closing achievement gaps, the Department will increase funding and expand the Advanced Placement

[10]The report is available at http://www.ed.gov/pubs/edpubs.html and http://www.ed.gov/rschstat/eval/sectech/nave/reports.html.

programs for low-income schools and the State Scholars Program. We plan to begin a Striving Readers Initiative that will provide competitive grants to schools to give extra help to middle and high school students who fall behind in reading and a Mathematics and Science Teachers Incentive Program that will draw more professionals from the private sector to teach part time in our high schools. Finally, although we exceeded our targets for high school completion, the uncertainty over the variability of reported dropout and completion data means that our results should be interpreted with caution. The work of the national panel convened to advise policy on high school completion will inform our efforts to report and to increase graduation rates.

The Department's progress on our performance goals for this objective is summarized in the table below. See p. 27 for methodology and appendix A, pp. 193–96, for detailed data.

High School Achievement (Objective 2.3)		
Performance Goals	**Status**	**Year**
States meeting targets for high school reading assessments • All students	Exceeded	FY 2003
States meeting targets for high school reading assessments • Low-income students • African American students • Hispanic students • Students with disabilities • Limited English proficient students	Did not meet	FY 2003
States meeting targets for high school mathematics assessments • All students	Exceeded	FY 2003
States meeting targets for high school mathematics assessments • Low-income students • African American students • Hispanic students • Students with disabilities • Limited English proficient students	Did not meet	FY 2003
Advanced Placement participation • All students	Made progress	FY 2004
Advanced Placement participation • African American students • Hispanic students	Made progress	FY 2004
High achievement on Advanced Placement exams • English • History • Calculus • Science	Made progress	FY 2004
High school completion by 18- to 24-year-olds • All	Exceeded	FY 2002
High school completion by 18- to 24-year-olds • African American • Hispanic	Exceeded	FY 2002

Highly Qualified Teachers Affect Successful Student Learning

The early years of implementing the No Child Left Behind Act of 2001 focused on identifying baseline information on state standards, curricula, and assessments. As we move to the next difficult steps of improving our schools, our most important resource is the classroom teacher. To ensure that no child is left behind, every child must have a highly qualified teacher in his or her classroom.

Highly Qualified Teachers. No Child Left Behind includes a provision that all teachers of core subjects be highly qualified by the end of the 2005–06 school year and provides funding to help states and districts meet the requirement. The Government Accountability Office (GAO) surveyed states on their plans for implementing the highly qualified teacher provision and reported that states face two serious obstacles:[11]

- Lack of information needed to determine whether teachers in their schools meet the law's criteria for highly qualified.

[11] The Government Accountability Office, *No Child Left Behind Act: More Information Would Help States Determine Which Teachers Are Highly Qualified* (GAO–03–631), available at http://www.gao.gov/cgi-bin/getrpt?GAO-03-631.

- Absence of data systems that could track teacher qualifications for each core subject they teach (reported by officials from seven of eight states visited).

Respondents to the GAO survey also commented on conditions that hinder states' and districts' ability to employ all highly qualified teachers, including teacher pay issues, teacher shortages, isolated locations, and little school support for new teachers.

In a second FY 2004 report, the Government Accountability Office provided information on how states are applying No Child Left Behind requirements to special education teachers.[12] During SY 2001–02, more than 400,000 special education teachers provided instructional services to approximately 6 million students with disabilities in the nation's schools. Under No Child Left Behind, all teachers, including special education teachers, who provide instruction in core academic subjects are generally required to meet the law's requirements. However, special education teachers who provide other types of instruction do not need to meet the law's requirements.

GAO noted that all states implemented the two No Child Left Behind requirements that teachers have a bachelor's degree and be certified to teach, and have required special education teachers to demonstrate competency in core academic subjects. To help move all special education teachers to compliance with the highly qualified teacher provisions of the law, GAO recommended that the Department provide additional assistance to states on strategies to meet the requirements of subject matter competency requirements for special education teachers, and that the two offices within the Department responsible for technical assistance coordinate efforts for a larger effect.

To support states in their efforts to ensure that all special education teachers are highly qualified by the end of the 2005–06 school year, the Department issued guidance in January 2004 on how to apply No Child Left Behind requirements to all teachers. In March 2004, new guidance provided additional flexibility on the implementation deadline and competency requirements for some special education teachers.[13] The Department continues to provide funding to states to improve the quality of their teaching force through Improving Teacher Quality State Grants and through Special Education State Improvement Grants.

In spite of the challenges states face in meeting the highly qualified teacher requirement, state reports indicate they are making progress toward having a highly qualified teacher in every core academic class. Forty states reported SY 2002–03 baseline data for teachers in the aggregate and in high- and low-poverty schools. The Department expects SY 2003–04 data, available in September 2005, will show that more states have the capacity to match individual classroom data with individual teacher qualification data, enabling states to report the percentage of classes taught by highly qualified teachers.

The Department responded to the GAO reports and to communications from the states by creating several initiatives intended to assist in the implementation of the highly qualified teacher requirement.

- The Teacher Assistance Corps visited every state in 2004 and provided guidance to local educational agencies on highly qualified teacher compliance, shared knowledge across states, and assisted in setting and meeting state goals.
- The Teacher-to-Teacher Initiative built on the work of the corps and provided the Department a means of communicating directly with teachers across the country to share education knowledge and also to learn the extent and quality of professional development provided to them. The initiative hosted teacher roundtables, a summer "research to practice summit," regional summer workshops, and an e-mail update mechanism for

[12]The Government Accountability Office, *Special Education: Additional Assistance and Better Coordination Needed among Education Offices to Help States Meet the NCLBA Teacher Requirements* (GAO–04–659), available at http://www.gao.gov/cgi-bin/getrpt?GAO-04-659.

[13]The guidance is available at http://www.ed.gov/policy/elsec/guid/secletter/040331.html.

apprising teachers of the latest policy, research, and developments.[14]

- The National Center for Alternative Certification, through a toll-free call center and a major interactive Web site, provided information to individuals interested in becoming teachers through alternative pathways to teacher certification. The comprehensive clearinghouse Web site averages 8,000 hits a day, with growth each month.[15]
- *No Child Left Behind: A Toolkit for Teachers*, became available online;[16] it includes a general overview of No Child Left Behind, as well as practical information on loan forgiveness, tax credits, and Web resources.

The Department, on two occasions in 2004, issued nonregulatory guidance announcing opportunities for flexibility in meeting highly qualified teacher requirements. There are three areas of flexibility:

- Teachers teaching multiple subjects in eligible small rural districts and who are highly qualified in one subject area have additional time to become highly qualified in the additional subjects they teach.
- Veteran teachers of multiple core academic subjects may demonstrate subject matter competency through a multiple subject High, Objective, Uniform State Standard of Evaluation (HOUSSE).
- For science teachers, the Department's guidance allows states the flexibility to use individual state certification standards to determine requirements for meeting subject-matter competency, rather than automatically requiring competency in each science subject.

[14]Information about the initiative is available at http://www.teacherquality.us.

[15]The site is available at http://www.teach-now.org.

[16]The publication is available at http://www.ed.gov/teachers/nclbguide/nclb-teachers-toolkit.pdf.

Annual Report on Teacher Quality (2004). *Meeting the Highly Qualified Teachers Challenge: The Secretary's Third Annual Report on Teacher Quality* provided a comprehensive report on the status of teacher quality across the country in 2004. The report includes an overview of state successes and challenges in implementing the No Child Left Behind highly qualified teacher requirement.

States have made progress in meeting the challenge by raising academic standards in certification requirements, implementing criteria for assessing teacher preparation program performance, and supporting alternative routes to certification. Some states have been less successful in raising the minimum passing scores for most state academic content assessments and reducing the numbers and distribution of teachers on waivers. Each state's work is detailed in data tables that are attached as appendices to the report.[17]

Federal Grants for Teacher Quality. Improving Teacher Quality State Grants (authorized under No Child Left Behind) and Teacher Quality Enhancement Grants (authorized under the Higher Education Act Amendments of 1998) share the goal of highly qualified teachers in all classrooms by providing formula and discretionary grants, respectively.

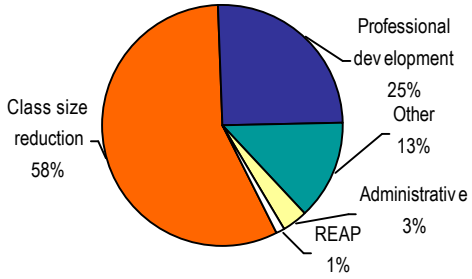
Teacher Quality State Grants. No Child Left Behind mandates and defines *highly qualified*, and funds the mandate primarily through Improving Teacher Quality State Grants. These grants provide money for supporting a wide array of activities, which must be grounded in scientifically based research. Teacher Quality funds make resources available to districts to recruit, hire, and induct teachers, and to improve teachers' knowledge of the academic subjects they teach so that they can become highly qualified.

During the first year of the implementation of No Child Left Behind, the Department collected baseline data from districts around the country to determine how districts reported spending federal Teacher Quality funds in 2002–03. Ninety-three percent of all school districts

[17]The publication is available at http://www.title2.org.

reported they received Teacher Quality grants, with high-poverty and large districts receiving the greatest share as required by law. Districts reported spending the majority of grant funds for teacher salaries to reduce class size and for professional development for teachers. Subject areas receiving the largest proportions of professional development funds were reading/English, 39 percent; mathematics, 25 percent; science, 14 percent; history, 8 percent; and technology, 7 percent.

Use of Teacher Quality Grant Funds
District Level, 2002–03



REAP = Rural Education Achievement Program
Source. *Improving Teacher Quality in U.S. School Districts*, available at http://www.ed.gov/programs/teacherqual/uof.pdf.

Teacher Quality Enhancement Grants. The Higher Education Act Amendments of 1998 authorize Teacher Quality Enhancement Grants to states and partnerships. The grant program, funded at $88.9 million in 2004, supports reform activities, improvements to teacher education, and teacher recruitment grants for high-need school districts. The first cohort of grantees submitted final 2004 performance reports after five years of federally funded activity.

Some of the benefits that accrued from these partnership grants are represented in the Milwaukee Partnership Academy, An Urban P-16 Council for Quality Teaching and Learning. The Milwaukee program was designed to develop a comprehensive prototype for preparing future teachers of kindergarten through grade eight to succeed in urban, high-need schools and to improve the education of all children through better preparation, recruitment, and retention of teachers for urban schools. The Milwaukee Partnership Academy has evolved into a system-to-system reform model that focuses on the entire Milwaukee Public School System and has expanded to include prekindergarten through grade 12 teachers and faculty. As a result of this project, the University of Wisconsin-Milwaukee was able to focus on and initiate reform in teacher education and field experience, recruitment for urban schools, alternative certification, and school-based induction support. The Milwaukee Partnership Academy Governance Council included broad-based community involvement.

The partnership grants program also contributed to a remarkable outcome for the Texas A&M University System, which in 1999 was experiencing declines in teacher production, especially in high-need areas. At the same time, Texas public schools grew by more than 400,000 students. Faced with such explosive growth and declining supply of certified teachers, the Board of Regents unanimously passed a resolution establishing the Regents' Initiative for Excellence in Education.[18] The initiative was designed to counter the declining pool of quality teachers and improve A&M systemwide productivity to better meet the needs of its public school constituents. After five years of funding, the A&M system is on its way to meeting those ambitious goals. The system has increased the production of teachers by 41 percent, increased its minority teacher production, and increased teacher production in high-need fields such as bilingual/English as a second language (ESL), special education, foreign language, secondary math, and secondary science.

Evaluation of Teacher Quality Enhancement Grant Program. In 2004, the Department published *Partnerships for Reform: Changing Teacher Preparation through the Title II HEA Partnership Program*, an interim report on its evaluation of the Teacher Quality Enhancement Grant Program's Partnership Grants for Improving Teacher Preparation. The evaluation found that the grants improved teacher preparation programs by increasing communication between universities and schools and by facilitating a closer match between teacher preparation, curriculum, and school needs. The 25 partnership project directors, when questioned about the sustainability of reform strategies put in place through the partnership grants,

[18] Information on the initiative is available at http://www.partnerships.tamu.edu.

indicated that most activities were "very likely" to continue beyond the life of the grant. If the partners institutionalize reforms as planned, additional educators will have the opportunity to join the 14,000 preservice teaching students and more than 13,000 teachers and instructional specialists the report identifies as currently involved in partnership activities.[19]

Reform Strategies Likely To Continue
Professional development schools
Support programs for beginning teachers
Cross-department working arrangements
Cross-department responsibility for teacher preparation
New techniques for assessing students in teacher preparation programs
New instructional strategies developed as part of the grant
New course sequences developed as part of the grant
Support for faculty involvement in schools and school districts
Data sharing about the recruitment of new teachers

Source. Title II Partnership Evaluation Baseline Project Directors Survey.

Additional Federal Funding for Teacher Quality. Additional FY 2004 resources of federal funding to improve quality teaching include the following:

- Title I grants to local educational agencies provided approximately $605.2 million for professional development (an amount that represents the five percent of Title I funds that recipient districts must spend on professional development activities).
- Educational Technology State Grants Program contributed $173 million to high-quality professional development in the integration of technology into curricula and instruction.
- English Language Acquisition State Grants Program makes five percent of each state's total grant award available for the professional development of its teachers. In addition, $39 million was available specifically for improving the teaching of English language learners.
- Troops-to-Teachers, Teaching American History, Mathematics and Science Partnerships, and Transition to Teaching also made federal funds available to grantees for addressing teacher quality.

Performance Goals. The Department adopted a new measure in 2004 for judging our success in implementing the highly qualified teacher requirement of No Child Left Behind: the number of core academic classes in the country taught by highly qualified teachers. Data for SY 2003–04 are pending; however, we have trend data for SY 2002–03. States reported highly qualified teacher data in many ways: as best estimates, as percentages of highly qualified teachers rather than classes taught by highly qualified teachers, and as a subset of certification data. Because of these variations, the Department did not aggregate the data. However, the data show that of the 42 states reporting, approximately half had highly qualified teachers teaching in at least 90 percent of their classes. Seven of the 42 had 50 percent or fewer of their classes taught by highly qualified teachers. See appendix A, p. 182–83, for a more complete display of state data.

The Department's progress on our performance goals for this objective is summarized in the table below. See p. 27 for methodology and appendix A, pp. 196–98, for detailed data.

Teacher and Principal Quality (Objective 2.4)		
Performance Goal	**Status**	**Year**
Core academic classes taught by *highly qualified** teachers	Pending	FY 2004

*As defined in section 9302 of the Elementary and Secondary Education Act.

Student Knowledge of World Languages and International Issues Improves Global Understanding

The Department's fourth year celebration of International Education Week commenced with a videoconference among students and education ministry representatives from Egypt, Mexico, South Africa, and

[19] Information is available at http://www.ed.gov/about/offices/list/ous/ppss/index.html.

the United States. Participants conversed about the positive role of the Internet in making international connections possible and about the importance of learning about other countries and cultures. In other events of the busy week, Secretary Paige and Irish Minister of Education Dempsey renewed a Memorandum of Understanding on Education that emphasizes mutual cooperation and collaboration on special education. Secretary Paige also addressed more than 5,000 foreign-language teachers, challenging them to make foreign-language instruction a part of every child's education.[20]

In cooperation with the State Department, the Department of Education took a leadership role in the activities of the Asia Pacific Economic Cooperative's Education Network. The Department's activities in 2004 included initiating an e-Learning strategic plan that featured recommendations to improve students' and teachers' access to the Internet, teachers' capacity to use technology, and the availability of innovative educational content on the Internet. The Department also led efforts to create an agenda for the Summit on Education Reform, which focused on research-based education initiatives. We also helped launch the Knowledge Bank of Education Policy and Practice to allow for better access to policies and promising practices of other educators in the Pacific region.[21] Through its activities, the Department encouraged the cooperative's membership to become knowledgeable about current research, integrate research with policy recommendations, and share challenges and successes across the organization.

Performance Goals. Success in meeting the Department's newest objective, international education, is measured by the percentage of public secondary students enrolled in foreign-language courses and the number of postsecondary students studying abroad. Data sources for both measures have existed for some time and provided trend data that we used as baselines for setting our targets. We were, however, unable to collect data on secondary student enrollment in foreign-language classes for 2004 because these data are collected on an average of every four years. The Department is pursuing other data sources that would allow us to collect these data on an annual basis. Trend data for postsecondary students studying abroad show an increasing number of students taking advantage of international education opportunities. The number of students rose from 143,590 in 2000 to 160,920 in 2002. Data for 2004 are pending.

The Department's progress on our performance goals for this objective is summarized in the table below. See p. 27 for methodology and appendix A, p. 184, for detailed data.

International Education (Objective 2.5)

Performance Goals	Status	Year
Public secondary school students in foreign-language courses	Not collected	FY 2004
U.S. postsecondary students studying abroad	Pending	FY 2004

[20] The Secretary's address is available at http://www.ed.gov/about/offices/list/our/international/iew2003/edlite-index.html.

[21] Information on the Asian Pacific Economic Cooperative is available at http://www.apecknowledgebank.org.

Programs Supporting Goal 2

Seventy-seven of our grant programs most directly support Goal 2. These programs are listed below. In the table we provide both FY 2004 appropriations and FY 2004 expenditures for each of these programs. We also provide an overview of the results of each program on its program performance measures. Program performance reports are available on the Web at http://www.ed.gov/about/reports/annual/2004report/index.html.

Program Name	Appro-pria-tions†	Expend-itures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data								
			FY 2004			FY 2003			FY 2002		
	FY 2004 $ in millions	FY 2004 $ in millions	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data
APEB: American Printing House for the Blind	17	19	0	0	100	100	0	0	100	0	0
CRA: Training and Advisory Services	8	7	0	0	100	0	0	100	50	50	0
ERDDI: Comprehensive Regional Assistance Centers	28	26	50	0	50	67	33	0	100	0	0
ERDDI: Eisenhower Regional Mathematics and Science Education Consortia	15	15	0	0	100	100	0	0	43	14	43
ESEA: 21st Century Community Learning Centers	1,003	1,042	0	0	100	38	62	0	38	62	0
ESEA: Advanced Credentialing	19	11	0	0	100						
ESEA: Advanced Placement	25	23	0	0	100	100	0	0	100	0	0
ESEA: Alaska Native Education Equity	34	36	100	0	0						
ESEA: Arts in Education	37	33									
ESEA: Charter Schools Grants	221	179	100	0	0	0	100	0	0	100	0
ESEA: Civic Education: Cooperative Education Exchange	12	11									
ESEA: Comprehensive School Reform	234	309	0	0	100	0	0	100	0	0	100
ESEA: Credit Enhancement for Charter School Facilities	38	22	0	0	100	///			/// (not funded)		
ESEA: Dropout Prevention Programs	5	11									
ESEA: Early Childhood Educator Professional Development	15	12	0	0	100				///		
ESEA: Early Reading First	96	33	0	0	100	///			///		
ESEA: Education for Native Hawaiians	34	30	0	0	100						
ESEA: Educational Technology State Grants	693	594	0	0	100	0	0	100	///		
ESEA: Eisenhower National Clearinghouse for Mathematics and Science Education	5	5	0	0	100	100	0	0	100	0	0
ESEA: English Language Acquisition	694	646	20	0	80	30	0	70	0	0	100
ESEA: Even Start	250	251	0	0	100	0	0	100			
ESEA: Excellence in Economic Education	2	0				/// (not funded)			/// (not funded)		
ESEA: Foreign Language Assistance	17	14									
ESEA: Fund for the Improvement of Education Programs of National Significance	287	231							67	23	0
ESEA: Impact Aid Basic Support Payments	1,072	1,086	50	0	50	100	0	0	50	50	0
ESEA: Impact Aid Payments for Children with Disabilities	51	52									
ESEA: Impact Aid Construction	46	30	0	100	0	0	100	0	0	100	0
ESEA: Impact Aid Facilities Maintenance	8	11									
ESEA: Impact Aid Payments for Federal Property	63	63									
ESEA: Improving Teacher Quality State Grants	2,933	2,398	0	0	100	100	0	0	///		
ESEA: Indian Education Grants to Local Educational Agencies	102	93	0	0	100	0	0	100	0	33	67
ESEA: Javits Gifted and Talented Education	11	8									
ESEA: Literacy Through School Libraries	21	13	0	0	100				///		
ESEA: Magnet Schools Assistance	111	105	0	0	100	0	0	100			
ESEA: Mathematics and Science Partnerships	151	23	0	0	100	/// (program reconfigured)					
ESEA: Migrant State Agency Program	399	392	0	0	100	0	0	100	0	0	100
ESEA: National Writing Project	18	17	0	0	100						

† Budget for each program includes program budget authority and the program's proportional share of salaries and expenses budget authority.

‡ Expenditures occur when recipients *draw down* funds to cover actual outlays. FY 2004 expenditures may include funds from prior years' appropriations. Expenditures for each program include the program's proportional share of administrative expenditures.

A shaded cell denotes that the program did not have targets for the specified year.

/// Denotes programs not yet implemented (Programs are often implemented near the end of the year they are first funded.)

APEB = Act to Promote the Education of the Blind
CRA = Civil Rights Act
ESEA = Elementary and Secondary Education Act
ERDDI = Educational Research, Development, Dissemination and Improvement Act

Programs Supporting Goal 2 (Cont'd)

Program Name	Appropriations†	Expenditures‡	Program Performance Results Percent of Targets Met, Not Met, Without Data								
			FY 2004			FY 2003			FY 2002		
	FY 2004 $ in millions	FY 2004 $ in millions	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data	% Met	% Not Met	% No Data
ESEA: Neglected and Delinquent State Agency Program	49	50	0	0	100	75	0	25			
ESEA: Parental Assistance Information Centers	44	42	0	0	100	0	0	100			
ESEA: Reading First State Grants	1,026	628				11	0	89	///		
ESEA: Reading Is Fundamental/Inexpensive Book Distribution	25	26	0	0	100	100	0	0			
ESEA: Ready to Teach	15	12	0	0	100						
ESEA: Ready-to-Learn Television	23	23	0	0	100	0	0	100			
ESEA: Regional Technology in Education Consortia	10	11									
ESEA: Rural Education	169	158									
ESEA: School Leadership	13	10	0	0	100						
ESEA: Smaller Learning Communities	177	70	0	0	100	0	100	0			
ESEA: Special Programs for Indian Children	21	18	0	0	100						
ESEA: Star Schools Program (FIE)	21	30	50	50	0	50	50	0	100	0	0
ESEA: State Assessments	393	333	0	0	100	0	0	100	///		
ESEA: State Grants for Innovative Programs	298	359	0	0	100	100	0	0			
ESEA: Teaching of Traditional American History	122	97	0	0	100	0	0	100			
ESEA: Title I Grants to Local Educational Agencies	12,348	10,848	25	0	75	83	0	17	67	0	33
ESEA: Transition to Teaching	48	36	50	25	25	50	0	50			
ESEA: Troops-to-Teachers	15	20	0	50	50	100	0	0			
ESEA: Voluntary Public School Choice	27	8	0	0	100	100	0	0			
ESEA: Women's Educational Equity	3	2									
ESRA: National Assessment	97	41	(off year for collection)			0	100	0	(off year for collection)		
ESRA: National Assessment Governing Board	6	4									
ESRA: Regional Educational Laboratories	68	68	0	0	100	100	0	0	100	0	0
HEA: High School Equivalency Program	20	23	0	0	100	100	0	0			
HEA: State Grants for Incarcerated Youth Offenders	20	16	0	0	100	0	0	100	0	0	100
HEA: Teacher Quality Enhancement	93	81	0	0	100	0	0	100			
IDEA: Special Education Grants for Infants and Families	453	422	25	0	75	33	0	67	50	0	50
IDEA: Special Education Grants to States	10,083	8,673	20	0	80	13	63	25	0	71	29
IDEA: Special Education Parent Information Centers	28	27	0	0	100	50	0	50	50	0	50
IDEA: Special Education Personnel Preparation	97	81	0	0	100	0	33	67	33	33	33
IDEA: Special Education Preschool Grants	389	379	0	100	0	0	100	0	100	0	0
IDEA: Special Education State Improvement	52	41	0	0	100	33	0	67	67	0	33
IDEA: Special Education Technical Assistance and Dissemination	57	51	0	0	100	0	25	75	25	25	50
IDEA: Special Education Technology and Media Services	41	38	0	0	100	0	40	60	0	40	60
MVHAA: Education for Homeless Children and Youths	60	47	0	0	100	67	0	33			
VTEA: Occupational and Employment Information	9	8	50	50	0						
VTEA: Tech-Prep Demonstration	5	0									
VTEA: Vocational Education National Programs	18	20	0	0	100						
VTEA: Tech-Prep Education State Grants	107	118	0	0	100	14	86	0	29	71	0
VTEA: Vocational Education State Grants	1,204	1,161									
Total	**36,529**	***31,930**									

† Budget for each program includes program budget authority and the program's proportional share of salaries and expenses budget authority.
‡ Expenditures occur when recipients *draw down* funds to cover actual outlays. FY 2004 expenditures may include funds from prior years' appropriations. Expenditures for each program include the program's proportional share of administrative expenditures.
* Additionally, expenditures of $758 million met prior years' obligations for Goal 2 programs that were not funded for FY 2004.
A shaded cell denotes that the program did not have targets for the specified year.
/// Denotes programs not yet implemented (Programs are often implemented near the end of the year they are first funded.)
ESEA = Elementary and Secondary Education Act
ESRA = Education Sciences Reform Act
FIE = Fund for the Improvement of Education
HEA = Higher Education Act
IDEA = Individuals with Disabilities Education Act
MVHAA = McKinney-Vento Homeless Assistance Act
VTEA = Vocational and Technical Education Act

PART Analysis for Goal 2 Programs

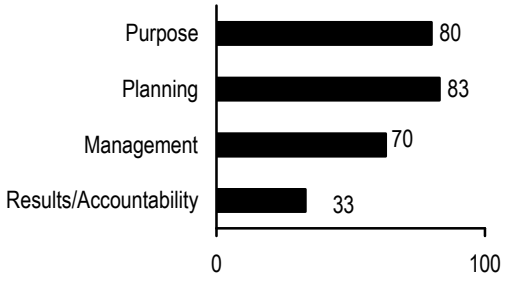
The Program Assessment Rating Tool (PART) was developed and implemented by the Office of Management and Budget as a standardized process for determining program effectiveness in a consistent way across agencies. Over a five-year period, most government programs will be evaluated under this process. Results of PART reviews are used by agencies as one component of justifying their budget requests. Following are summaries of PART reviews that were conducted in conjunction with preparing the Department's FY 2004 budget request and subsequent updated reviews of those programs.[22]

Program: Comprehensive School Reform

Year of Rating: *For FY 2004 Budget*

Rating: *Adequate*

Program Type: *Block/Formula Grants*



Recommendation:

1. Redirect this funding to Title I and close out this program in order to reduce program duplication and administrative burden.

Response:

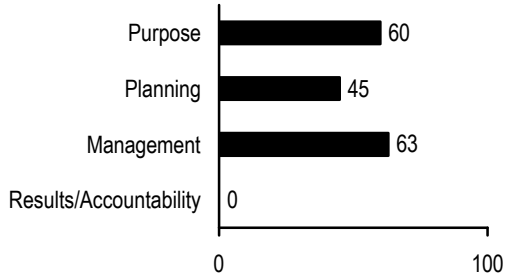
1. The President's 2004 and 2005 budgets proposed to eliminate this program.

Program: Even Start

Year of Rating: *For FY 2004 Budget*

Rating: *Ineffective*

Program Type: *Block/Formula Grants*



Recommendation:

1. Obtain sufficient funds to continue awards to current grantees and redirect funds to Early Reading First to support model preschool programs to teach prereading skills.

Response:

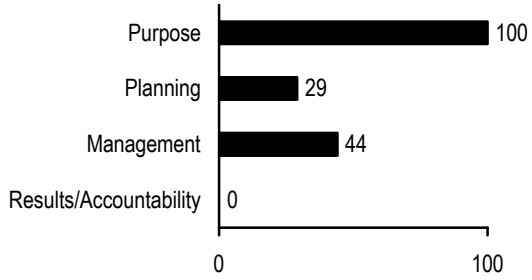
1. The action was proposed in the President's 2004 budget. The President's 2005 budget proposed to eliminate all funding for the program.

Program: IDEA Grants for Infants and Families

Year of Rating: *For FY 2004 Budget*

Rating: *Results Not Demonstrated*

Program Type: *Block/Formula Grants*



Recommendations:

1. Work with the Congress on the upcoming IDEA reauthorization to increase the act's focus on results, increase state accountability for child outcomes, and reduce unnecessary regulatory and administrative burden.

[22] Information about the PART process is available at http://www.whitehouse.gov/omb/part/ . Information on Department PARTs is available at http://www.whitehouse.gov/omb/budget/fy2005/pdf/ap_cd_rom/part.pdf and http://www.whitehouse.gov/omb/budget/fy2005/pma/education.pdf.

2. Establish long-term outcome-oriented objectives, and develop a strategy to collect annual performance data in a timely manner.

Response:

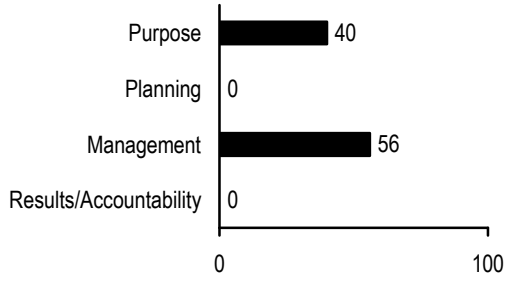
1. The Department has worked with the Congress. The Congress has not completed action on the reauthorization of the IDEA.
2. The Department has embarked on a multifaceted approach to addressing the PART findings, including implementation of a plan to promote the development of state systems for collecting data on child outcomes that would allow the Department to obtain meaningful performance data for this program.

Program: IDEA Preschool Grants

Year of Rating: *For FY 2004 Budget*

Rating: *Results Not Demonstrated*

Program Type: *Block/Formula Grants*



Recommendations:

1. Maintain federal funding at last year's level until the Administration has had a chance to work with the Congress on the IDEA reauthorization and on determining how best to serve preschool children with disabilities under the act.
2. Develop long-term performance goals, and annual goals for performance, for preschool children with disabilities.
3. Improve collaboration with other federal programs.

Response:

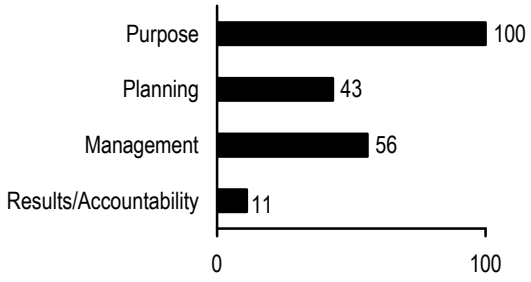
1. The President has proposed to maintain funding for this program at the prior year's level since 2003 and provided technical assistance to the Congress regarding the IDEA reauthorization. However, the Congress has not completed action on the reauthorization.
2. The Department reviewed and revised the performance measures for the program and has begun to implement a multifaceted plan to obtain outcomes data.
3. The Department is working with relevant partners such as the Head Start, Maternal and Child Health, and Child Care Bureaus and the National Institute on Child Health and Development to coordinate the development of child and family outcome measures.

Program: IDEA Grants to States

Year of Rating: *For FY 2004 Budget*

Rating: *Results Not Demonstrated*

Program Type: *Block/Formula Grants*



Recommendations:

1. Provide a $1 billion increase for this program to help states and schools meet their responsibilities under the IDEA and try to demonstrate the program is achieving real results.
2. Work with the Congress on the IDEA reauthorization to increase the act's focus on accountability and results, and reduce unnecessary regulatory and administrative burdens.
3. Collect timely NAEP data for students with disabilities that meet the same standards as other NAEP data.
4. Improve collaboration with other federal programs.

Response:

1. The President requested an increase of $1 billion in the budget requests for FY 2004 and 2005.
2. The Department worked with the Congress on the reauthorization of the IDEA. The Congress has not completed action on the reauthorization of the IDEA.

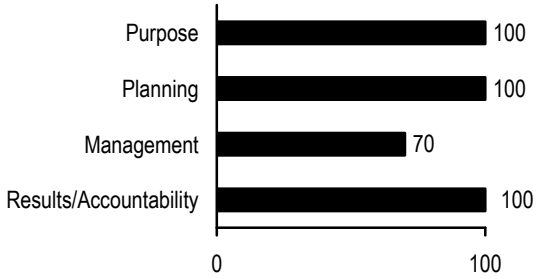
3. Timely NAEP data for students with disabilities that meet the same standards as other NAEP data are now collected.
4. The Office of Special Education and Rehabilitative Services is continuing to work to improve collaboration with other federal programs.

Program: National Assessment

Year of Rating: *For FY 2004 Budget (Initial)*
For FY 2005 Budget (Revised)

Rating: *Effective*

Program Type: *Research and Development*



Recommendations:

1. The 2002 PART assessment found a weakness in long-term performance measurement for NCES.
2. The Department needs to improve the timeliness of NCES products and services.

Response:

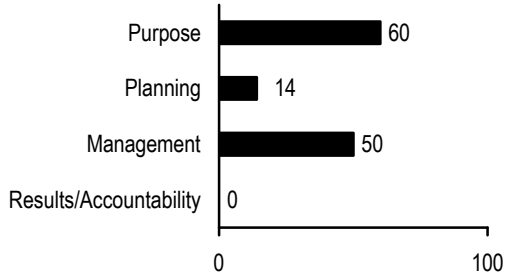
1. The Department has established long-term performance measures for the program.
2. The Department is examining the timeliness of NCES products and services, including National Assessment products and services. NAEP 2003 reading and mathematics reports were released eight months after the completion of data collection, two months later than the six-month reporting target, but in less than half the time of previous NAEP reports.

Program: Occupational and Employment Information

Year of Rating: *For FY 2004 Budget*

Rating: *Results Not Demonstrated*

Program Type: *Competitive Grants*



Recommendation:

1. The 2004 budget proposes to terminate the program so that federal resources can be used to support other education priorities.

Response:

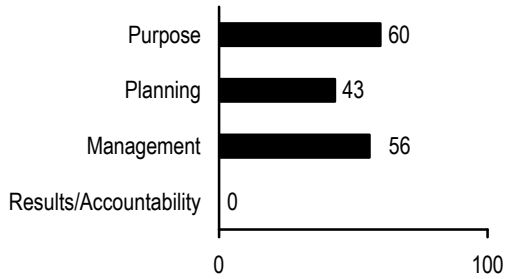
1. This action was proposed in the President's 2004 budget. The 2005 budget and the Administration's "blueprint" for reauthorization of vocational education programs also proposed program termination.

Program: Tech-Prep Education State Grants

Year of Rating: *For FY 2004 Budget*

Rating: *Results Not Demonstrated*

Program Type: *Block/Formula Grants*



Recommendation:

1. The 2004 budget proposes to terminate the program so that federal resources can be redirected to

programs with a proven track record for effectiveness.

Response:

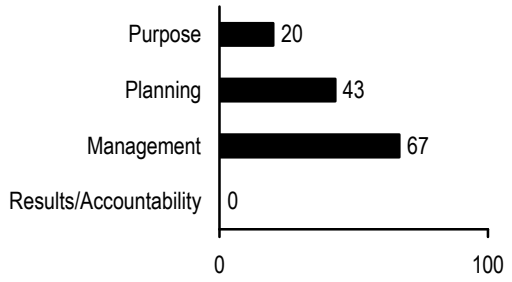
1. This action was proposed in the President's 2004 budget. Also, the 2005 budget and the Administration's "blueprint" for reauthorization of vocational education programs proposed program termination. Under that proposal, Tech-Prep programs could be funded with formula grant funds if state and local agencies choose to allocate their resources for that purpose.

Program: Vocational Education State Grants

Year of Rating: *For FY 2004 Budget*

Rating: *Ineffective*

Program Type: *Block/Formula Grants*



Recommendations:

1. Grantee funding will be contingent on a rigorous assessment that student outcomes are being achieved.
2. Grantees will have the flexibility to focus program funds in a manner that best serves students in a given locality.
3. States will have the option to redirect high school funds from this program into their programs under Title I of the Elementary and Secondary Education Act of 1965 to maximize flexibility.
4. The program will correct all outstanding data collection problems and adopt new "common" performance measures that will allow better assessment of how the program is achieving student outcomes and enable comparisons with other programs serving similar objectives. The Department will set short- and long-term targets based on the common measures and develop strategies for collecting the necessary data to institute common measures.

Response:

1. The Administration's reauthorization strategy for vocational education programs, outlined for the first time in the President's 2004 budget, proposes to establish a strong state accountability framework for career and technical education to ensure that federal funds are used for activities and services for which there is evidence of positive student outcomes. Congressional action to reauthorize the program is pending.
2. Under the Administration's reauthorization proposal, states will have considerable flexibility in how they develop and operate their statewide system of partnerships, while being held accountable for improving student outcomes. Local partnerships will be able to spend federal funds on a wide variety of activities that contribute to building effective career and technical education pathways and meet the ambitious performance goals of the program.
3. The Congress has taken no action on this proposal, which assumed that under the reauthorization, states would distribute funds by formula. The proposal was dropped in the Administration's reauthorization blueprint, which proposes to target funding through state competitive grants.
4. The Administration's blueprint for reauthorization of the program proposes statutory changes to correct data collection problems and permit the adoption of new common performance measures. The Departments of Education and Labor are specifying final definitions for common measures. Annual targets have been established; long-term targets are contingent upon reauthorization.